Standards for “Affecting Change”

**Language Arts (Common Core Standards):**

**READING STRATEGIES**

***Apply monitoring strategies to navigate text.***

\_\_Relate information in the passage to other readings on the same topic and explain their relationships. ***LA7-02***

\_\_ Access and interpret text features in varied informational text categories (e.g., textbooks, instructional manuals, newspapers, signs) to increase understanding. ***LA7-03***

**COMPREHENSION**

***Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.***

\_\_Differentiate between fact and opinion in a persuasive essay or excerpt, and provide accurate rationale. ***LA7-04***

\_\_Identify and trace the development of an author’s argument, point of view, or perspective. ***LA7-05***

**LITERARY ELEMENTS, TECHNIQUES, TERMS AND DEVICES**

***Identify and interpret literary elements, techniques, terms, and devices to support comprehension.***

\_\_Compare points of view (e.g., first and third person, subjective and objective) in narrative text and explain their impact on the text’s theme. ***LA7-07***

\_\_Identify and interpret story and literary elements to support comprehension (e.g., conflict, point of view, flashback). ***LA7-08***

\_\_Classify genre categories (e.g., biography/autobiography, documentary, essay). ***LA7-09***

\_\_ Interpret analogies, idioms, subtle metaphors, imagery, and situational irony in prose and poetry. ***LA7-10***

**WRITING**

***Compose a written message/statement utilizing the correct format to focus writing for audience and purpose.***

**Process Writing**

\_\_Use “before writing” strategies (e.g., outlining, note taking, summarizing) to give structure to composition drafts. ***LA7-11***

\_\_ \_\_Revise writing to focus on logical progression and vocabulary accuracy. ***LA7-13***

**Format**

\_\_ (Informational/Expository) Provide support for all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. ***LA7-15***

\_\_(Persuasive) Show clear and accurate perspectives on the subject. ***LA7-16***

**Text Response**

\_\_Write responses to text that demonstrate a deep understanding of text and provide text and self- support.(ISAT extended response, response to literature) ***LA7-17***

**LISTENING AND SPEAKING**

***Listen effectively to improve comprehension.***

\_\_Assess the content of oral communication by formulating judgments based on speaker’s verbal communication (e.g., word choice, pitch, intonation, tone, eye contact, body language). ***LA7-18***

***Effectively convey an oral message.***

\_\_Deliver focused, coherent presentations that depict ideas clearly and relate to the background and the interests of the audience. ***LA7-19***

**ACQUIRE, ASSESS, and COMMUNICATE INFORMATION (RESEARCH)**

***Prepare and deliver focused, coherent presentations.***

\_\_ Create documents using word-processing skills/publishing programs, and develop databases and spreadsheets to manage information and prepare reports. ***LA7-20***

\_\_Integrate appropriate and varied resources (e.g., almanac, atlas, consensus, complex Internet searches). ***LA7-21***

\_\_Complete content area research presentations based on relevant questions, including accurate perspectives, and properly cited references. ***LA7-22***

\_\_Deliver oral summaries of articles and books including main ideas and most significant details. ***LA7-23***

**Social Studies (State Goals)** These will depend upon choices students make**:**

**STATE GOAL 14: Understand political systems, with an emphasis on the United States.**

**Why This Goal Is Important:** The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of govern­ment and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

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| \_\_ Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. *14.C.3* |
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| \_\_ Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution. ***14.F.3a*** |

**STATE GOAL 15: Understand economic systems, with an emphasis on the United States.**

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| **Why This Goal Is Important:** Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them. |
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| \_\_ Describe the causes of unemploy­ment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending). ***15.A.3d*** |
| \_\_Describe the “market clearing price” of a good or service. ***15.B.3a*** |
| \_\_Explain the effects of choice and competition on individuals and the economy as a whole. ***15.B.3b*** |
| \_\_ Identify and explain the effects of various incentives to produce a good or service. *15.C.3* |
| \_\_ Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole. ***15.D.3a*** |
| \_\_Explain how comparative advantage forms the basis for specialization and trade among nations. ***15.D.3b*** |
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| \_\_Explain how laws and government policies (e.g., property rights, contract enforce­ment, standard weights/measurements) establish rules that help a market economy function effectively. ***15.E.3b*** |

**STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

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| **Why This Goal Is Important:** The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies. |
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| \_\_Explain how patterns of resources are used throughout the world. ***17.C.3b*** |
| \_\_Analyze how human processes influ­ence settlement patterns including migration and population growth. ***17.C.3c*** |
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**STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

**Why This Goal Is Important:** A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.

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| \_\_Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture. ***18.A.3*** |
| \_\_Analyze how individuals and groups interact with and within institutions (e.g., educational, military). ***18.B.3a*** |
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| \_\_Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into  account when making decisions. ***3A.3a.***   |  | | --- | | \_\_ Analyze the reasons for school and societal rules. ***3A.3b.*** | |

**Social Emotional (State Standards):**

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